

John P Thomas Elementary

6001 Weston Ave
Columbia, S. C. 29203

Grades	K-5 Elementary School	
Enrollment	434 Students	
Principal	Evelyn Moore	803-735-3430
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	59	13

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Below Average	Yes
2005	Below Average	Unsatisfactory	No

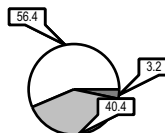
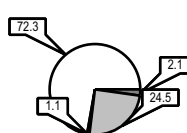
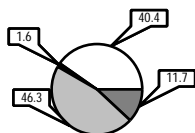
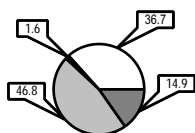
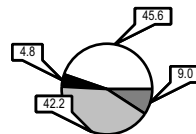
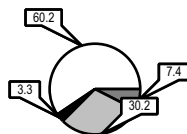
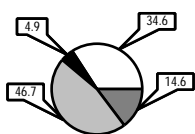
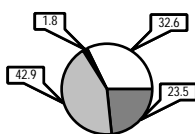
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	216	98.6	35.7	47.6	15.1	1.6	29.7	Yes	Yes
Gender									
Male	112	98.2	43.8	44.8	10.4	1.0	19.8		
Female	104	99.0	27.0	50.6	20.2	2.2	40.4		
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	213	98.6	36.3	46.7	15.4	1.6	30.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	193	98.5	37.4	48.5	12.3	1.8	28.2		
Disabled	23	100.0	22.7	40.9	36.4	0.0	40.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	216	98.6	35.7	47.6	15.1	1.6	29.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	216	98.6	35.7	47.6	15.1	1.6	29.7		
Socio-Economic Status									
Subsidized meals	204	98.5	35.2	47.7	15.3	1.7	29.5	No	Yes
Full-pay meals	12	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	216	100.0	40.4	46.3	11.7	1.6	27.7	Yes	Yes
Gender									
Male	112	100.0	45.9	45.9	7.1	1.0	26.5		
Female	104	100.0	34.4	46.7	16.7	2.2	28.9		
Racial/Ethnic Group									
White	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	213	100.0	41.1	45.4	11.9	1.6	27.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	193	100.0	35.5	49.4	13.3	1.8	30.7		
Disabled	23	100.0	77.3	22.7	0.0	0.0	4.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	216	100.0	40.4	46.3	11.7	1.6	27.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	216	100.0	40.4	46.3	11.7	1.6	27.7		
Socio-Economic Status									
Subsidized meals	204	100.0	40.8	45.8	11.7	1.7	27.9	No	Yes
Full-pay meals	12	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	216	100.0	72.3	24.5	2.1	1.1	3.2
Gender							
Male	112	100.0	79.6	18.4	1.0	1.0	2.0
Female	104	100.0	64.4	31.1	3.3	1.1	4.4
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	213	100.0	72.4	24.3	2.2	1.1	3.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	193	100.0	69.3	27.1	2.4	1.2	3.6
Disabled	23	100.0	95.5	4.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	216	100.0	72.3	24.5	2.1	1.1	3.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	216	100.0	72.3	24.5	2.1	1.1	3.2
Socio-Economic Status							
Subsidized meals	204	100.0	73.2	23.5	2.2	1.1	3.4
Full-pay meals	12	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	216	100.0	56.4	40.4	3.2	0.0	3.2
Gender							
Male	112	100.0	60.2	37.8	2.0	0.0	2.0
Female	104	100.0	52.2	43.3	4.4	0.0	4.4
Racial/Ethnic Group							
White	2	100.0	I/S	I/S	I/S	I/S	I/S
African American	213	100.0	56.2	40.5	3.2	0.0	3.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	193	100.0	54.2	42.2	3.6	0.0	3.6
Disabled	23	100.0	72.7	27.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	216	100.0	56.4	40.4	3.2	0.0	3.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	216	100.0	56.4	40.4	3.2	0.0	3.2
Socio-Economic Status							
Subsidized meals	204	100.0	57.0	39.7	3.4	0.0	3.4
Full-pay meals	12	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	77	100.0	20.8	45.8	30.6	2.8	33.3
	4	67	100.0	30.0	53.3	16.7	N/A	16.7
	5	86	98.8	45.6	46.8	7.6	N/A	7.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	75	100.0	31.3	44.8	19.4	4.5	23.9
	4	81	96.3	34.8	51.5	13.6	0.0	13.6
	5	60	100.0	42.3	46.2	11.5	0.0	11.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	77	100.0	36.1	55.6	8.3	N/A	8.3
	4	67	100.0	33.3	56.7	8.3	1.7	10.0
	5	86	98.8	44.3	46.8	7.6	1.3	8.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	75	100.0	43.3	44.8	10.4	1.5	11.9
	4	81	100.0	42.0	47.8	10.1	0.0	10.1
	5	60	100.0	34.6	46.2	15.4	3.8	19.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	75	100.0	73.1	22.4	4.5	0.0	4.5
	4	81	100.0	71.0	27.5	1.4	0.0	1.4
	5	60	100.0	73.1	23.1	0.0	3.8	3.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	75	100.0	59.7	38.8	1.5	0.0	1.5
	4	81	100.0	47.8	46.4	5.8	0.0	5.8
	5	60	100.0	63.5	34.6	1.9	0.0	1.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 434)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.9%	Up from 3.4%	3.9%	3.0%
Attendance rate	95.6%	Down from 95.8%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.5%	Down from 10.5%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.6%	Down from 8.3%	5.5%	3.2%
Eligible for gifted and talented	5.6%	Down from 5.7%	4.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.5%	Down from 6.9%	8.0%	8.2%
Older than usual for grade	0.9%	Down from 1.1%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	65.8%	Up from 60.5%	50.0%	52.6%
Continuing contract teachers	73.7%	Up from 68.4%	77.1%	83.3%
Highly qualified teachers	91.4%	Up from 90.9%	91.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 6.5%	3.0%	0.0%
Teachers returning from previous year	77.7%	Up from 66.9%	83.0%	87.0%
Teacher attendance rate	94.4%	Up from 93.2%	94.9%	95.0%
Average teacher salary	\$44,197	Up 4.7%	\$40,343	\$41,703
Prof. development days/teacher	11.4 days	Up from 6.3 days	14.3 days	12.8 days
School				
Principal's years at school	1.0	Down from 7.0	4.0	4.0
Student-teacher ratio in core subjects	12.0 to 1	Down from 13.2 to 1	16.5 to 1	18.8 to 1
Prime instructional time	87.3%	Down from 88.3%	88.8%	89.8%
Dollars spent per pupil*	\$7,046	Up 18.9%	\$7,465	\$6,242
Percent of expenditures for teacher salaries*	75.0%	Down from 76.6%	63.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 93.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

John P. Thomas Elementary School serves approximately 484 students from Child Development (CD) to fifth grade. The teachers are committed to challenging our students with research-based best practices to improve student achievement. Accelerated Reader, Accelerated Math, Breakthrough to Literacy, Balanced Literacy, the 100 Book Challenge, after-school tutoring in Grades 1 - 5, and CCC computer-assisted instruction were among those practices. Students in first and second grade continue to receive weekly computer-assisted instruction in reading and math. Lowered pupil-teacher ratio in the early grades, common planning times, in-school suspension and ongoing staff development contributed to more effective instruction. Staff development included the Principles of Learning, Fred Jones' Positive Discipline, Standards in Practice sessions, Marilyn Burns' Hands-On Math and monthly math, and Language and Literacy sessions.

Previous PACT results revealed a decline in math achievement in fourth grade. As a result, the master schedule provides for 75-minute, first period math classes in grades 3 - 5 and the integration of writing in math. We have noticed a slight increase in math test scores as a result of spending more time on math. The after-school tutorial program continues to focus on strengthening reading and math skills and problem solving. Several workshops were held for parents that involved them in math, science, and English/Language Arts activities, as well as activities that help them to prepare their children for PACT. The School Improvement Council meets monthly to discuss ways they can help to reduce the number of situations that impede student progress. Their main goal is to help increase parental involvement.

We are very proud of several significant accomplishments this past year. One of our volunteers received the Volunteer of the Year award for the most volunteer hours at the elementary level. We were the winner of the "Read With Me" 2005 Reading is Fundamental (RIF) Community Reading Challenge State Champion Award for the third year. A student won first place at the South Carolina State Fair. There were first and third place winners in the Carnival of the Animals contest. A team of fourth graders won first place in the Community Relations Council's eleventh annual Fair Housing poster contest. A fifth grader is a regional winner in the S.C. Academy of Science. We had our seventh annual Health Awareness Fest. This signature event featured district office staff and local dignitaries who volunteered as readers for our children. We will continue our goal of being a S. C. Model Healthy School and our collaboration with Providence Hospital's Healthy Learners and Palmetto Health's Partners for Healthy Children Program. All fifth grade students participated in a six-week program that taught the students about Type 2 diabetes.

Our partnerships with parents and community continue to increase and grow stronger each year. We will continue to work with VFW Post 4262 and the College Place Fathers With Pride Association. We are extremely proud of our third annual Dads Make a Difference Dinner. These dads realize the importance of their roles in the lives of their children.

Evelyn H. Moore, Principal
Johnny Bland, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	55	32
Percent satisfied with learning environment	91.7%	79.6%	81.3%
Percent satisfied with social and physical environment	77.1%	75.0%	78.1%
Percent satisfied with school-home relations	38.9%	88.9%	86.7%

*Only students at the highest elementary school grade level at this school and their parents were included.